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ABSTRACT

This final report on the first year of the Minnesota Corrections Computer Project contains information on administration, organization, information development, user services, delivery, evaluation, planning, and finances of the project. Implemented at two juvenile correctional institutions, this program was intended to provide supplementary instruction in basic mathematics, reading skills, and vocational awareness. The computer was used to provide drill and practice, gaming, and tutorial instruction. Student attitudes toward the project are reported. Appended is the implementation plan, including a time schedule. (Author/STS)

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MINNESOTA CORRECTIONS COMPUTER-BASED INSTRUCTION PROJECT

FINAL PROGRESS REPORT

JANUARY 1 - MARCH 31, 1977

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prepared by:

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Corrections Project Manager

IR005379

The material in this project was prepared under grant number 76-ED-05-0010 from the Law Enforcement Assistance Administration. Grantee was the Minnesota Department of Corrections. Subgrantees (Minnesota Educational Computing Consortium) undertaking projects under government sponsorship are encouraged to express freely their professional judgment. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the LEAA.

ABSTRACT

Narrative summary and required data per LEAA (Law Enforcement Assistance Administration) grant. Provides administrative, organizational, information development, user services, delivery, evaluation, planning and financial data concerning the first year of the Minnesota Corrections Computer Project (MCCP).

The material in this project was prepared under grant number 76-ED-05-0010 from the Law Enforcement Assistance Administration. Grantee was the Minnesota Department of Corrections. Subgrantees (Minnesota Educational Computing Consortium) undertaking projects under government sponsorship are encouraged to express freely their professional judgment. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the LEAA.

STATE OF MINNESOTA
GOVERNOR'S COMMISSION ON CRIME PREVENTION AND CONTROL
444 LAFAYETTE ROAD - ST. PAUL, MINNESOTA 55101

PROGRESS REPORT FORM

PROJECT TITLE A STUDY OF THE EFFECTIVENESS AND IMPACT OF COMPUTER-BASED EDUCATION WITH INMATE/STUDENTS IN READING, MATHEMATICS AND VOCATIONAL AWARENESS.

GRANT NUMBER
76-ED-05-0010

SPONSORING UNIT OF GOVERNMENT
Minnesota Department of Corrections

EXPENDITURES TO DATE (Current Grant) $

EXPENDITURES THIS PERIOD $

THIS REPORT COVERS THE PERIOD:

(XX) January 1 - March 31 (Due April 25)

( ) April 1 - June 30 (Due July 25)

( ) July 1 - September 30 (Due October 25)

( ) October 1 - December 31 (Due January 25)

Grantees are required to submit quarterly reports on project activities and accomplishments. Progress reports are designed to document project activities and performance and to provide ongoing information to concerned agencies. Progress reports should address the areas outlined below.

Due Date: Progress reports are due on the 25th of the month following the reporting period, e.g., report for January-March is due April 25. Reports should be submitted on these dates even if the project has not been in operation the full quarter.

Distribution: The project director is responsible for submitting two copies of the progress report to the Grants Administrator of the Governor's Commission on Crime Prevention and Control. If applicable, send one copy of the report to the Regional Advisory Council and Criminal Justice Coordinating Council. The project director should check to determine whether the sponsoring unit of government wishes to receive a copy of the progress report, and if so, should send a copy to the sponsoring unit.

Content:

a. Describe project activities and progress toward each goal and objective specified in the grant application. Also describe progress toward achieving compliance with "Special Conditions for this Project" specified in the grant agreement.

b. Describe other administrative or program activities undertaken during the reporting period which are not specifically related to goals or objectives, but which are necessary to fully describe project activities and progress (e.g., board meetings, efforts to secure permanent funding, other meetings attended or conducted).

c. Describe problems encountered in achieving goals and objectives, and other problems encountered in the conduct of this project. Is assistance needed? If so, in what areas?

d. Specify positions filled during the quarter, name of persons hired, qualifications of new staff, and current vacancies.

Begin your narrative here. Add as many pages as necessary to describe progress during the reporting period.

OVERVIEW

The peoples of the world have progressed through three major technological revolutions and we are amidst the fourth. Those major advancements include the founding of libraries, introduction of printing, and introduction of mass education through schools. The computer as the fourth major technological revolution has provided many alternatives for schools. Computers are currently being used in many individualized instructional environments including public schools, schools for the deaf, correctional facilities and higher education institutions. Because of the computer's great speed, it is providing instruction for a large number of students simultaneously. Furthermore, it allows students to progress at their own pace and at an individualized level of achievement.

During the past year the Red Wing and Sauk Centre juvenile correctional institutions have utilized computers in their educational programs to supplement the existing GED, basic math and reading skills and vocational awareness curriculums. The computer is being used as a

SIGNATURE OF PROJECT DIRECTOR

DATE SIGNED

supplement to the educational programs by providing drill and practice, gaming and tutorial instructional strategies for each student. Additional instructional strategies are provided by manuals which teachers use in introducing the computers to their students and in deciding which lessons are appropriate for a particular student's level. Furthermore, students reference the manuals in conjunction with the GED, curriculum and machinist training lessons.

A. PROJECT ACTIVITIES RELATED TO GOALS AND OBJECTIVES

During the year, the project progressed as expected. Installation, training, evaluation and other project activities were completed within the expected timeframe and with minor problems. Quarterly reports were written and submitted which described the activities performed during the quarter. This final progress report will attempt to summarize the year's activities with emphasis on the quarter January 1 through March 31, 1977 and will include recommendations and comments for the future.

OVERVIEW OF THE YEAR'S ACTIVITIES

The project officially began March 25, 1976 and ended March 24, 1977. An implementation plan was designed (Appendix A) which included all major aspects of the project; the equipment installation, testing and maintenance, preparation of contracts with vendors, development of an ongoing support services plan, development of in-service training programs and continuing education, preparation of in-service materials, conducting in-service activities and the formative and summative evaluation testing and interviewing and data analysis.

The project objectives were met by delivering Basic Skills, GED and vocational curriculum via three computer systems, PLATO at the Minnesota State Training School at Red Wing and the Minnesota Educational Computing Consortium (MECC) and Computer Curriculum Corporation (CCC) at the Minnesota Home School at Sauk Centre.

A synopsis of the year's activities includes:

1) Negotiating contracts with computer vendors, trainers and support personnel.
2) Installation of telephone and other communications equipment.
3) Installation and testing of computers and terminals.
4) Development and implementation of an ongoing support plan.
5) Development of in-service training materials and an in-service training program.
6) Development and implementation of a formative and summative evaluation plan.
7) Ongoing support of problems occurring at each site.

All instructors at both sites were satisfied with the initial workshops, although all required additional experimentation and familiarization on their own.

The activities proceeded according to the implementation timeline. Although some activities began a little late due to unexpected problems, all have been completed without any major effects to the project.

Each site developed and maintained student schedule logs, problem summaries, weekly time sheets and other on-site materials used by staff and students involved with the Minnesota Corrections Computer Project (MCCP) (see Appendix B). These logs, etc. were helpful for the site staff as well as for the site coordinator in diagnosing problems and preventing their reoccurrence and as good organizational procedure. Each site maintained schedules for each student which provided each student and staff with a scheduled time for using the computer. This eliminated many conflicts for students and staff (see Appendices C and D for sample schedules). The Sauk Centre schedules are self-explanatory. The Red Wing schedule includes two sheets. The first is the Title I time schedule.

G1 = Grinnell Cottage Group 1

G2 = Grinnell Cottage Group 2

S2 = Stanford Cottage Group 2

P1 = Princeton Cottage Group 1

P2 = Princeton Cottage Group 2

P3 = Princeton Cottage Group 3

K1 = Knox Cottage Group 1

K2 = Knox Cottage Group 2

H2 = Harvard Cottage Group 2

H3 = Harvard Cottage Group 3

The second sheet is the list of cottages and numbers of students using the computer during their specified Title I time for math only. A list of individuals using the computer at a specific time is located near each computer terminal.

Throughout the year each site arranged tours and training sessions above and beyond those scheduled for each site by the project coordinator. These tours and sessions were conducted for site staff, parents, computer vendors, parole/probation officers, outside educators, Department of Corrections and Department of Education personnel, the Minnesota governor, state senators and legislators.

QUARTER ACTIVITIES

The fourth quarter activities can be divided into five areas:

I. Site visits and support.

II. Computer-related problems.

III. Project meetings, discussions, demonstrations with sites and/or other Department of Corrections, outside educators, etc. personnel.

a) demonstration and in-service
b) information gathering and/or dissemination
c) preparation for next year

IV. Amount of time spent by students and staff.

V. Evaluation.

I. Site visits to each institution have occurred monthly. These visits have provided the staff with the opportunity to ask questions and solve problems regarding the total project. Problems with the computer, training, evaluation, etc. have been identified and solved more quickly due to these visits. During site visits this quarter interviews of students and teachers have been conducted. Through these interviews and other informal discussions the following items have been raised by each site:

1) Curriculum and system desires for next year.
2) Lesson, computer and terminal errors.
3) Lessons desired for student access.
4) Informal estimations of increased achievement at both institutions and increased motivation at Red Wing.
5) Acknowledgement of increased computer awareness by staff and students.
6) Need to bring in a CCC curriculum specialist for Sauk Centre.
7) CCC GED curriculum seems to be better accepted than adult skills curriculum.
8) PLATO adult skills curriculum is better accepted than GED.

Other project support was provided by computer vendors in the areas of technical system support and lesson-courseware support. Each vendor corrected system and courseware errors on a continual basis. Due to the proximity of the Control Data Corporation (CDC) and MECC vendors, they were usually quite prompt in responding to problems. CCC (California) was a bit slower, one to two days, in their response. Since they market the same curriculum on a national basis, some of our errors were not corrected until

a common update was done (twice a year). The MECC instructional services division consulted with Sauk Centre regarding programming and general computer topics. Further programming support for Red Wing was provided by a part-time programmer utilized for the purpose of converting a few programs from other computer systems to PLATO.

II. Computer-related problems this quarter have included lesson and system errors, terminal malfunctions, computer down-time and disk switching. Letters were addressed to each vendor in an attempt to eliminate and/or hasten the correction process. The disk switching problem for Sauk Centre was alleviated by replacing the operator. Courseware was corrected in a reasonable amount of time. CCC further sent a curriculum specialist to explain certain operations which were not completely understood by site staff at Sauk Centre.

III. In addition to demonstrations and tours arranged by site staff, the project coordinator initiated the following meetings:

1) Informal question/answer session to discuss MECC curriculum library at Sauk Centre.
2) A career counselling workshop to be held in late spring for Sauk Centre staff.
3) Programming consultation for Sauk Centre.
4) Informal discussion with CCC curriculum consultant for Sauk Centre.
5) Meeting for all sites at MECC to familiarize each site with all computers and to discuss next year's possibilities.
6) Demonstration for Department of Corrections Commissioner and other key personnel and discussion of the project's future.
7) Discussions with both sites as to next year's funding possibilities and terminal placement.

8) Discussions with both sites on development of new curriculum for next year.

● IV. The time spent by each site this quarter decreased due to the familiarity with procedures on part of both students and staff. The Sauk Centre site coordinator spent 91 hours and the Red Wing site coordinator spent 137 hours. The additional time spent by Red Wing was due to the new Wednesday night program where terminals (PLATO) were made available to all cottages including the lock-up students. This time was required for enrolling and familiarization of new students. Total time spent by other site staff at Sauk Centre was 286 hours and for Red Wing was 196 hours. Total number of students currently accessing the computers at Sauk Centre is 31 Title I students and 5 GED students and at Red Wing is 28 Title I students and 86 GED and other students.

● V. The evaluation progressed with some expected problems. The extra work required of each instructor was a common cause for complaint. All testing has been completed as of April 10. The data will be analyzed and a report produced in the next two months.

ATTITUDES

Attitudes were reflected through on-site student and staff interviews and via informal telephone conversations and questionnaires with the site coordinator. Furthermore, a site visit observation log was completed during each visit by the project coordinator (see Appendix E).

Typical attitudes expressed by students include:

"It's boring"
"It cheated me"
"It ripped me off"
"It made a mistake again"
"This is neat"
"I beat it again"
"Does it hear me talk?"
"I finished...."
"I'm doing better now"
"I really like Quest"
"Sure give you a lot of information" (MOIS)
"Does this thing know all about me?"

at Sauk Centre and

"I got to get my score up again, because I got knocked off the hall of fame."

"Can I come in after school to make up my computer time?"

"Would you get me some harder stuff for the computer?"

from Red Wing.

Many students tended to compare results with other students and some converted scores to a checkbook balance which was carried over to their traditional education classroom. Many would discuss the strategy and how they could improve their scores.

Several students have commented that they wish their home school would let them use the terminal when they went back. Other students have reservations about using the system and didn't want to use it.

Students often pushed incorrect keys due to unfamiliarity and/or tedium. Some students would swear at the machine and accuse it of cheating. Many frustrations occurred when the terminals malfunctioned, because it meant that the student would have to start over on another terminal.

An overall summary of one student's progress and attitudes during his seven- to eight-month stay is as follows:

> When the student first came in, he had problems with subtraction and overall concentration. He now feels confident that he can catch up in his math. Near the end of his time at the institution he was working in fractions and felt that he was able to go back and finish high school. His plans are to go on to junior college and would like to be an insurance agent or community worker.
>
> He thought school before coming to the correctional institution was sometimes OK, sometimes not. He felt he had the ability, but didn't use it all the time. His teachers thought he was a brat. During his stay at the correctional institution, he felt he picked up skills in multiplication, division, fractions, measurement and time. He felt that some lessons delivered via the computer were too difficult and frustrating, whereas others were fun and helped him to learn the basics.

Parents expressed a strong interest in the MCCP project during parent-teacher conferences and when asked for clearances of photographs to be used in slide presentations. Many parents reacted positively regarding the fact that their children were receiving the latest in technology and not the oldest as was usually the case.

The project coordinator and site coordinators felt that the project year was successful at each institution in terms of meeting project time schedules, successfully implementing and interweaving the computers into the educational program and providing an innovative and motivating instructional medium. Continuation funds will allow the sites to continue offering CAI and other federal monies are being obtained to develop additional curriculum to be delivered via the computers. Attitudes expressed during the year can best be summarized by the site coordinators at Sauk Centre and Red Wing, Bill Klundt and Craig Strom respectively.

Sauk Centre

The project was an immense success in terms of computer awareness insofar as staff and students are concerned. It's my opinion that students and staff are generally accepting of the potential inherent in CAI, however, the specific programming within the technology will require further refinement and ease of application before there is universal acceptance.

We had direct access to the CCC and MECC programs. The CCC material was essentially drill and practice in the areas of reading and arithmetic. The students' initial reaction to the CCC curriculum was positive, however, that good "feeling" soon dissipated once the routine set in. The material itself did not have the outward motivating aspects as were originally anticipated. On the other hand, the reporting process was effective in terms of feedback to the student and teacher.

Our students were most "impressed" by the simulations in the MECC system. QUEST was utilized by numerous students, and GIS to a lesser degree. At least two students did some experimental programming on their own in areas of special interest.

Major problems existed in the area of general communications (electronic). Static electricity, faulty terminal keyboards, phone connections, modern switches, numerous key positions, etc. added to the frustrations of simply presenting the necessary curriculum to the participating students.

As to whether MCCP was an overall success or failure, I must base my response partially on the learning ratio respective of reading and arithmetic growth. Without objective statistical data it is extremely difficult to formulate anything other than a personal opinion. We would have to conclude that students have not been highly motivated to continue in the project.

* * * * * *

Red Wing

I feel the year with the computers has been very successful. The mere presence of the terminals seemed to bring new life to both staff and students. The project's primary asset came through student motivation. We had students excited about learning and working on PLATO. The students are so motivated that they are coming in to work on PLATO in their spare time.

I feel the project, as far as we at Red Wing are concerned, was relatively free of problems. We had some problems with software, downtime, and equipment failure. However, these problems were promptly alleviated in all cases. The only pressing problem that we have encountered is a lack of software. Primarily we feel a need for reading materials. Other areas are also limited and we have a report filed listing these areas.

All in all, I feel the year was rewarding and satisfying. I was expecting greater problems to arise and was pleasantly surprised to see it work out as it did.

RECOMMENDATIONS

Based on the experiences of this year and on the feedback from each site, the following recommendations are made by the project coordinator:

1) A minimum of two months should be allowed for telephone installation. The telephone company should be prompted to inspect the institution very early to insure that the timeline will be met.

2) Since state purchasing procedures are extremely time consuming, it is necessary to order all equipment a minimum of two months before it will be needed.

3) To reduce the numbers of people involved in decision-making, the project direction responsibility should be given to one person who is a CAI specialist and is located in the central office of the Department of Corrections. Outside consultants should be obtained to provide curriculum, computer, evaluation and other areas of expertise.

4) Each site should have a one-half-time site coordinator who is familiar with computers as an instructional medium. This person should be located on site to handle a problems, schedule students, train staff and to monitor the project. These people would report to the project director.

5) The project evaluator should be an outside evaluator reporting to the project director for summative evaluation only. Formative data should be provided to the project director via interviews, site visits, site coordinator time and problem logs, telephone, etc.

6) Close communication with sites prior to implementation (perhaps at proposal time) regarding the proposed project is necessary to insure cooperation among project staff.

PROGRESS TOWARD ACHIEVING COMPLIANCE WITH "SPECIAL CONDITIONS FOR THE PROJECT"

Activities undertaken this quarter include:

1) Preparation and submission of the third quarterly progress report.

2) Preparation and submission of the fourth and final progress report.

B. OTHER ACTIVITIES NOT DIRECTLY RELATED TO GOALS.

1) Demonstrations and discussions with Minnesota Department of Corrections Commissioner Schoen, Corrections personnel from California and educators in Minnesota for the purposes of familiarizing them with MCCP activities.

2) The submission and acceptance of a curriculum development proposal intended to be used for developing new courseware for the correctional education environment.

3) Development and dissemination of a needs assessment form from which priority curriculum areas will be selected to begin development on July 1, 1977.

C. PROBLEMS

A summary of problems occurring this quarter include:

1) Changes of computer passwords without proper notification to sites.

2) Technical failure of message capability for certain site staff utilizing PLATO.

3) Disk switching of CCC computer not occurring on time.

4) Terminal failures--touch panels, light print, scrolling effect.

5) Communication problems at both sites causing poor transmission and reception.

6) Communication failure with CCC computer--no response at sites when phone dialed.

7) New PCP system update for PLATO system to have been received early in quarter. This problem has not been solved at this time.

8) Lesson errors occurred regularly on the PLATO system.

9) Misunderstanding of how the CCC diagnostic and placement routine worked.

10) Database errors in CCC curriculum.

All problems (except number 7) have been alleviated at this time by bringing out-state consultants to the sites, additional training, letters to vendors and via telephone conversations with the appropriate people. It is expected that problem number 7 will be solved shortly.

D. POSITIONS FILLED DURING THE QUARTER

A part-time, temporary programmer from the University of Minnesota, Terry Belcher, was hired to convert some programs to the PLATO system. These programs are currently being accessed by staff at the Red Wing Training School.

There were no other personnel appointments during this quarter.

APPENDIX A

MINNESOTA CORRECTIONS COMPUTER PROJECT (MCCP)

IMPLEMENTATION PLAN

MINNESOTA CORRECTIONS COMPUTER PROJECT (MCCP)

IMPLEMENTATION PLAN

The Minnesota Corrections Computer Project was funded by the Law Enforcement Assistance Administration (LEAA) in an attempt to improve correctional inmate skills in mathematics and reading and to provide vocational guidance.

The implementation plan was designed during the month of June by the project coordinator. The plan was designed to m e e t the following project goals for teachers and students:

I. Teachers

A. Teachers will have a basic knowledge of computer uses in education.

B. Teachers will have a working level knowledge of the mathematics, reading and vocational computer-based curriculum.

C. Teachers will have an understanding of how to use a computer terminal and how to teach students to use the terminal.

D. Teachers will have an understanding of the enrollment procedures which are required when entering a new student into the computer-based curriculum.

E. Teachers will be able to effectively integrate the computer-based curriculum into already existing curriculums.

II. Students

A. Students will acquire increased motivation for learning.

B. Students will gain additional awareness of vocational alternatives and skills.

C. Students will acquire increased achievement levels in mathematics and reading.

The total project implementation plan consists of the following components:

I. Conceptualization and Design of Implementation Schedule

II. Development of Implementation Details Including In-Service Training Documents and Daily Activity Log

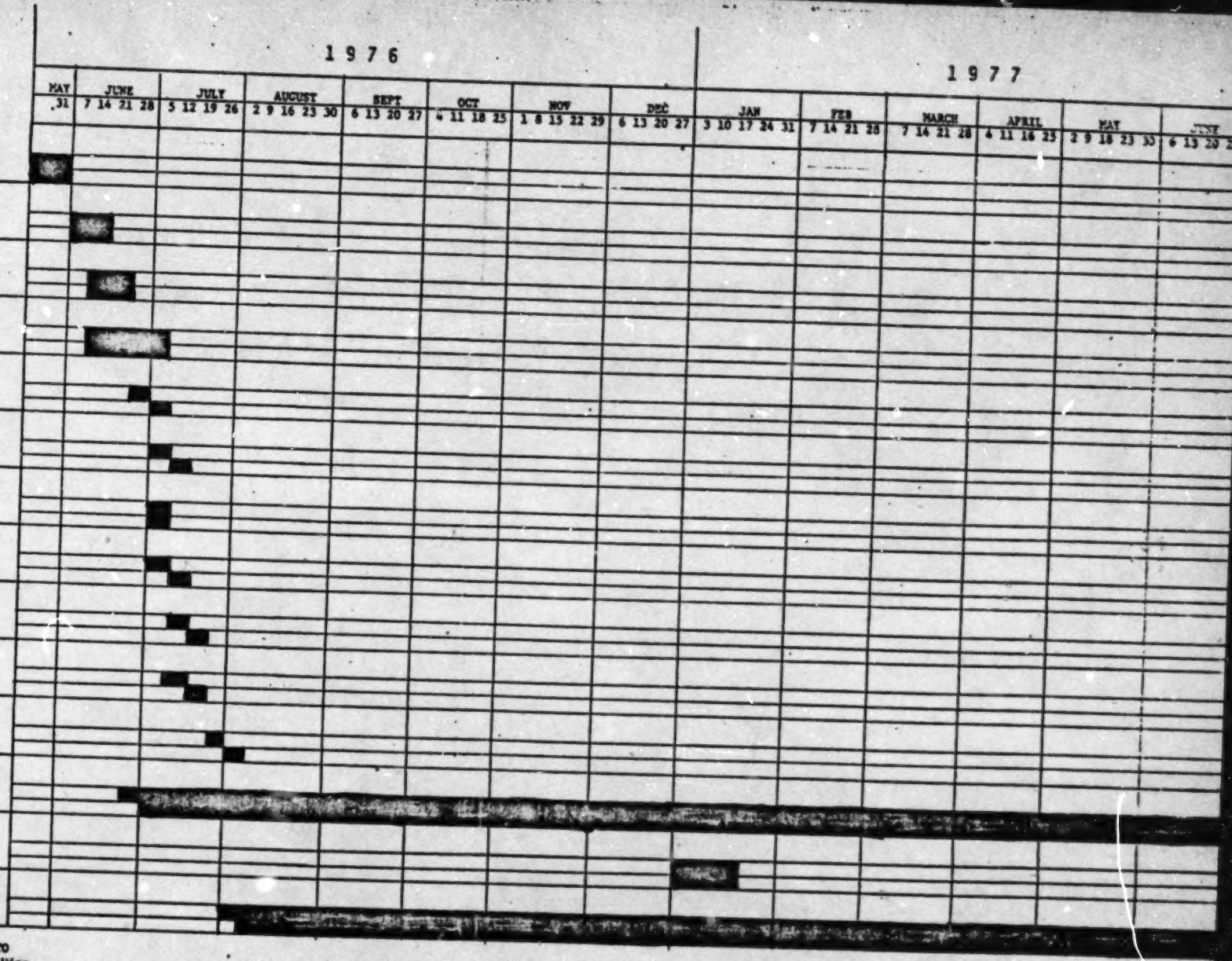
III. Implement the Plan Including Training and Site Visits

IV. Evaluate

The design phase took place during June, the development of the implementation details began in June and will continue through July, the implementation of the project began with the installation of the Computer Curriculum Corporation (CCC) computer at the MECC site on June 29. The Control Data Corporation (CDC) computer being used in this project, also known as PLATO, has been available at the Arden Hills site prior to the inception of this project. The implementation of the project will continue through June, 1977 as is indicated by the project timeline on the following page.

The evaluation phase will be perfomed on a continuous basis to obtain formative feedback and at the start and finish to obtain the summative data.

MINNESOTA CORRECTIONAL COMPUTER PROJECT TIME SCHEDULE


1976
1977
MAY 31
JUNE 7 14 21 28
JULY 5 12 19 26
AUGUST 2 9 16 23 30
SEPT 6 13 20 27
OCT 4 11 18 25
NOV 1 8 15 22 29
DEC 6 13 20 27
JAN 3 10 17 24 31
FEB 7 14 21 28
MARCH 7 14 21 28
APRIL 4 11 18 25
MAY 2 9 16 23 30
JUNE 6 13 20 27
Contract Finalized
Operational & Evaluation Plan Developed
Introductory Visits with Sauk Centre & Red Wing Personnel
Development of Formative: qualitative and quantitative measurement instruments
Communications Equipment Installed
Computer Terminals Installed
Delivery of Curriculum
Introduction of Teachers to Use of Computers in Education by MICC
Curriculum Workshops by CCC and PLATO for Teachers and Facilitators
Follow-up Instruction with Teachers--Sauk Centre and Red Wing
Begin Student Use of Computer Based Instruction
Evaluative Testing: MCAT pre & post attitudinal interviews, etc. pre & post
Development of Summative Plan
On-going Support of Teachers

TOP = CCC Sauk Centre BOTTOM = PLATO Red Wing

The implementation schedules on the following pages were developed and disseminated to appropriate personnel at each correctional institution. Included are:

I. An outline of the implementation details for the months of June and July for Sauk Centre

II. An outline of the implementation details for the Months of June and July for Red Wing

III. Computers in Education pre-session outline for Sauk Centre

IV. Facilitators workshop for Sauk Centre

V. Curriculum workshop for Sauk Centre

VI. Computers in Education pre-session outline for Red Wing

VII. Facilitators workshop outline for Red Wing

VIII. Curriculum workshop outline for Red Wing

I.

MINNESOTA CORRECTIONS COMPUTER PROJECT

MINNESOTA HOME SCHOOL
SAUK CENTRE

Computer communications equipment installed	June 30
3 computer terminals and 1 printer delivered and installed	July 6-7
Introduction to computers in education workshop at MECC (all teachers involved in project should attend)	July 9 9 a.m. - 4 p.m.
Facilitators workshop at MECC (1 teacher or administrator who will be responsible for student records should attend)	July 12 1 - 4 p.m.
Curriculum workshop at Sauk Centre (all teachers involved in project should attend)	July 13 all day
Follow-up question and answer and preparation session at Sauk Centre (all teachers)	July 14
Students to begin use of curriculum (MECC assistance)	July 19

In addition to the above services, MECC will be available daily via telephone if problems occur. MECC staff will visit the school at regular intervals to evaluate the progress of the project, to solve problems and to assist teachers.

II.

MINNESOTA CORRECTIONS COMPUTER PROJECT

STATE TRAINING SCHOOL
RED WING

Plato terminals arrive	June 21
Phone lines installed	June 26
Plato terminal installation	June 28
Introduction to computers in education workshop at MECC (all teachers involved in project should attend)	July 16 9 a.m. - 4 p.m.
Curriculum workshop at Red Wing (all teachers involved in project should attend)	July 19-20 9 a.m. - 4 p.m.
Facilitators workshop at Red Wing (1 teacher or administrator who will be responsible for student records should attend)	July 21 9 a.m. - 4 p.m.
Follow-up question and answer and preparation session at Red Wing (all teachers)	July 22
Students to begin use of curriculum (MECC assistance)	July 26

In addition to the above services, MECC will be available daily via telephone if problems occur. MECC staff will visit the school at regular intervals to evaluate the progress of the project, to solve problems and to assist teachers.

III. MINNESOTA CORRECTIONS COMPUTER PROJECT

PRE-SESSION SCHEDULE

July 9

I. Introduction - Carole Bagley, MECC . . . . . 9:30 - 10 a.m.
Thel Kocher, MECC

A. Project Overview
B. Discussion of Upcoming Activities
C. Pass Out Objectives List
D. Evaluation Plan

II. Overview of Educational Usage of Computers - . . . . 10 - 10:30 a.m.
Ken Brumbaugh, MECC

A. Administrative
B. Instructional

III. Three Instructional Systems Being Used in . . . . 10:30 - 11:15 a.m.
Correctional Institutions - Carole Bagley, MECC
Linda Borry, MECC
CDC

A. MECC
B. PLATO
C. CCC
} Presentation and brief tour of each

IV. Elementary/Secondary Use of Computers in . . . . 11:15 - 11:45 a.m.
Instruction - Linda Borry, MECC

* * * * * * * * * * L U N C H - 11:45 a.m. - 1 p.m. * * * * * * * * *

V. Vocational Use of Computers in Instruction - . . . . 1 - 1:15 p.m.
Gary Schafer, MECC

VI. MOIS Application Package - . . . . . 1:15 - 1:30 p.m.
Emily Lemon, Department of Minnesota
Occupational Information

VII. Strand Approach ... . 1:30 - 4 p.m.

GIS/MOIS - Gary Schafer, MECC (Room 128)
Emily Lemon

Introduction to MECC - (Individualized) (Classroom)

Interviews, Question & Answer Session - (Classroom)

IV. MINNESOTA CORRECTIONS COMPUTER PROJECT

MINNESOTA HOME SCHOOL
SAUK CENTRE

FACILITATORS WORKSHOP

July 12

Student Enrollment procedures Terminal Management Facility Allocation	9 a.m. - 12 noon
Computer Management Operator Duties	1 p.m. - 4 p.m.

V.

MINNESOTA CORRECTIONS COMPUTER PROJECT

MINNESOTA HOME SCHOOL
SAUK CENTRE

In-service training schedule: July 13-14

July 13

Sign on/off procedures keyboard and terminal feature	9 - 10 a.m.
Math curriculum strands	10 - 11 a.m.
Math student and teacher reports	11 a.m. - 12 noon
Lunch	12 noon - 1 p.m.
Reading curriculum strands	1 - 2 p.m.
Reading student and teacher reports	2 - 3 p.m.
Question/answer and individualized work	3 - 4:30 p.m.

July 14

Sign on/off procedure keyboard features	8:30 - 9 a.m.
GED curriculum strands	9 - 10 a.m.
GED reports	10 - 11 a.m.
Individualized work	11 a.m. - 12 noon

VI. MINNESOTA CORRECTIONS COMPUTER PROJECT

PRE-SESSION SCHEDULE

July 15

I. Introduction - Carole Bagley, MECC . . . . . 9:30 - 10 a.m.
Thel Kocher, MECC

A. Project Overview
B. Discussion of Upcoming Activities
C. Pass Out Objectives List
D. Evaluation Plan

II. Overview of Educational Usage of Computers - . . . . 10 - 10:30 a.m.
Ken Brumbaugh, MECC

A. Administrative
B. Instructional

III. Three Instructional Systems Being Used in . . . . 10:30 - 11:15 a.m.
Correctional Institutions - Carole Bagley, MECC
Linda Borry, MECC
CDC

A. MECC
B. PLATO
C. CCC
} Presentation and brief tour of each

IV. Elementary/Secondary Use of Computers in . . . . 11:15 - 11:45 a.m.
Instruction - Linda Borry, MECC

********** L U N C H - 11:45 a.m. - 1 p.m. ********

V. Vocational Use of Computers in Instruction - . . . . 1 - 1:15 p.m.
Gary Schafer, MECC

VI. MOIS Application Package - . . . . . 1:15 - 1:30 p.m.
Emily Lemon, Department of Minnesota
Occupational Information

VII. Strand Approach . . . . . 1:30 - 4 p.m.

GIS/MOIS - Gary Schafer, MECC (Room 128)
Emily Lemon

Introduction to MECC - (Individualized) (Classroom)

Interviews, Question & Answer Session - (Classroom)

VII.

MINNESOTA CORRECTIONS COMPUTER PROJECT

STATE TRAINING SCHOOL
RED WING

Facilitators Workshop

July 21

Enrollment of instructors and of students into a structured curriculum	9 a.m. - 12 noon
Monitoring students on-line Student supervision Additional enrollment instruction	12 noon - 4 p.m.

VIII.

MINNESOTA CORRECTIONS COMPUTER PROJECT

STATE TRAINING SCHOOL
RED WING

In-service training schedule: July 19 - 21

July 19

General overview of PLATO	9 - 10 a.m.
Keyboard and terminal familiarity	10 - 11 a.m.
Sign on/off	11 a.m. - 12 noon
Lunch	12 noon - 1 p.m.
Curriculum overview of all subject areas	1 - 2 p.m.
Hands-on exposure to curriculum and student report features	2 - 4 p.m.

July 20

Mathematics curriculum overview	9 - 10 a.m.
Mathematics hands-on exposure	10 a.m. - 12 noon
Lunch	12 noon - 1 p.m.
Reading and language arts overview	1 - 2 p.m.
Reading and language arts hands-on exposure	2 - 4 p.m.

Additional implementation instruments include a daily activity log which will provide the project coordinator with formative data so that the project may be revised as necessary. An example is given on the following page.

As the project progresses it will be necessary for the MECC project staff to visit the institutions on a regular basis. During the first month following the student start date, more frequent visits will be made in order to avoid crucial problems. The following scheduled visits per week or month have been arranged for MECC project staff. These visits are in addition to any trips which may evolve sporadically.

	Sauk Centre	Red Wing
July 19	2	2
July 26	2	2
August 2	2	2
August 9	2	2
August 16	1	1
August 23	1	1
August 30	1	1
September 6	1	1
September 13	1	1
September 20	1	1
September 27	1	1
October	1	1
November	1	1
December	1	1
January	1	1
February	1	1
March	1	1
April	1	1
May	1	1
June	1	1

FIELD SERVICES STAFF

The following information must be recorded on a daily log so that adequate progress reports can be submitted to the federal foundation. The Minnesota Department of Corrections requires weekly updates as well. It would be most helpful if you could be as specific as possible. Please return to Carole within a few days following the activity.

NAME _____

DATE _____

Morning _____ Afternoon _____
Evening _____

ACTIVITY _____

TEACHER REMARKS _____

(over)

STUDENT REACTIONS _____

PROBLEMS _____

ACTIVITY REQUESTED BY: INSTITUTION _____ DATE REQUESTED _____

IF INSTITUTION - WHO REQUESTED _____

PROJECT SPECIFICATIONS _____

DEFINITION OF PROBLEM _____

DATE SOLVED _____

(over)